

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	BSc (Hons) Paramedic Science
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Allied Health & Advanced Practice
Award Title (including separate Pathway Award Titles where offered):	BSc (Hons) Paramedic Science
Pathways (if applicable)	
FHEQ level of final award:	6
Other award titles available (exit qualifications):	Certificate of Higher Education Emergency Healthcare Studies Diploma of Education Emergency Healthcare Studies BSc Emergency Healthcare Studies (Not eligible to apply for HCPC registration)
Accreditation details:	College of Paramedics Health and Care Professions Council (HCPC)
Length of programme:	3 years
Mode(s) of Study:	Full Time
Mode of Delivery:	In person (on-site) delivery
Language of study:	English
QAA Subject Benchmark(s):	Paramedics (2019)
Other external reference points (e.g. Apprenticeship Standard):	HCPC Standards of Proficiency, HCPC Standards of Education and Training, HCPC Standards of Conduct, Performance and Ethics, College of Paramedics Curriculum Guidance
Course Code(s):	BSPARAFT
UCAS Code(s):	B950
Approval date:	1 December 2022
Date of last update:	May 2025 / August 2025

2. Programme Summary

The BSc (Hons) Paramedic Science programme will provide a route to recommend registration as a paramedic with the Health and Care Professions Council (HCPC). The role of the paramedic has changed significantly in recent years, requiring high quality degree level education to meet the needs of patients and service users. Patients will present with a wide range of illness and injury, some requiring emergency care, others with urgent and primary care needs, which must be reflected in the undergraduate curriculum. Paramedics are now working in a variety of clinical settings, including frontline ambulance, NHS walk-in-centre, GP surgeries and within the hospital environment. To allow the paramedic to function effectively in these different settings, the programme will combine academic theory, simulated care and frontline practice placements to provide the environment with which to develop the knowledge, skills and competencies to be an effective paramedic. You will gain significant operational experience across a variety of settings, including NHS ambulance services, urgent care clinics, GP practices and within Acute Trusts.

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Produce graduates who are eligible to apply for registration as a paramedic with the Health and Care Professions Council
2. Produce graduates who are reflective practitioners, with the required knowledge, skills and professional attributes to practise effectively as paramedics
3. Provide a collaborative and innovative learning experience which puts the patient at the centre of delivering high quality care and to create a transformative learning experience for the learner
4. Produce graduates who can critically evaluate concepts and evidence from a wide range of credible sources with the ability to apply evidence-based thinking to in a range of clinical settings
5. Provide a high-quality educational experience, which integrates theory and practice to enable learners to achieve both theoretical outcomes and professional competence to become fit for purpose, practice and award

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme you will be able to:

ID	Learning Outcome
K1	Describe current clinical problems and/or new insights, informed by the forefront of professional paramedic practice.
K2	Demonstrate a sound understanding of clinical and medical sciences, including human anatomy, physiology, pharmacology, public health and epidemiology, to underpin assessment, clinical decision making and management of patients across the lifespan.
K3	Perform a range of paramedic clinical skills, with proficiency, predicated on contemporary knowledge and the understanding of best practice.
K4	Evaluate mental, physical, cognitive, behavioural and social needs to identify the priorities and requirements for evidence-based, person-centred clinical interventions and support.
K5	Lead the care of people with complex healthcare needs to optimise independence, manage risk and reduce vulnerability across organisations and settings.

Analysis and Criticality (C)

On successful completion of the programme you will be able to:

ID	Learning Outcome
C1	Formulate an appropriate clinical opinion and differential diagnoses based on the analysis of the history and clinical examination.
C2	Produce accurate, comprehensive and relevant clinical and professional records.
C3	Conduct safe and effective history taking, clinical examination, and consultation with patients across the lifespan and in a range of clinical settings.
C4	Critically evaluate research and associated methodologies in order to review clinical and research data and evaluate outcomes in professional paramedic practice.
C5	Critically apply clinical decision making and reasoning in the context of contemporary paramedic practice.

Application and Practice (P)

On successful completion of the programme you will be able to:

ID	Learning Outcome
P1	Utilise relationships across the scope of your practice to work effectively within the multi-professional team, with both direct and indirect supervision.
P2	Demonstrate appropriate verbal, non-verbal and written communication skills in all professional situations.
P3	Lead the care of people with complex healthcare needs to optimise independence, manage risk, and reduce vulnerability across organisations and settings.

P4	Critically assess and manage risk in all aspects of professional practice.
P5	Apply critical thinking and leadership skills to support paramedic practice, encourage self-development and to promote service improvement.

Transferable skills and other attributes (T)

On successful completion of the programme you will be able to:

ID	Learning Outcome
T1	Communicate in a professional and effective manner with service users, colleagues, and others in accordance with professional standards.
T2	Utilise information and communication technologies appropriate to your professional practice.
T3	Undertake service user encounters in a professional manner, demonstrating a critical awareness of legal, ethical, and professional issues.
T4	Manage time, prioritise workload, recognise and deal with personal emotions and stress whilst demonstrating decision making in complex, unpredictable and challenging situations.
T5	Critically reflect on your clinical experience to recognise and understand success or failure, demonstrating autonomy and the independent learning ability required for continuing personal and professional development.

Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, attributes are developed through the acquisition of critical knowledge in areas such as clinical sciences, consultation and examination, decision-making and management of risk, effective communication and managing personal health and wellbeing. The programme incorporates practical classes, simulation and work-based learning throughout which coincides with authentic methods of assessment. Assessment is balanced, and designed to ensure work readiness of the newly qualified professional.

4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

- The minimum entry requirements for the programme are as follows: Academic Entry Requirements - BBC at A Level (A natural science is strongly recommended) - DDM at BTEC from courses in Science or Health subject areas - Access course (must be health or science related, e.g., 'Access to Paramedicine') you will need to achieve 18 level 3 credits at distinction and 27 level 3 credits at Merit - 5 GCSE at grade C (level 4) or above (to include English, Maths and Science) - International Baccalaureate – Must achieve 112 UCAS tariff points. 1 HL subject at grade 5 or above and 1 HL subject at grade 4 or above – to include a natural science. Remaining points to come from a combination of HL, SL and Core subjects. - UCAS points. 112-136 points, though students without the required points (but have studied relevant subjects) may still be invited to attend the selection event.
- Non-academic entry requirements (interview, portfolio, audition) - Applicants must be physically capable of undertaking clinical placements, which will involve frontline ambulance duties. This includes (but is not limited to): • lifting and carrying of equipment • climbing flights of stairs • moving and handling patients • undertaking a variety of shifts, including night-work and weekends - IELTS; if English is not the first language an overall IELTS score of 7 (or equivalent) is normally required with no one element below 6.5. - Attend the compulsory interview and selection event for shortlisted candidates. Desirable / Recommended Full UK driving licence; this is strongly recommended to allow students to operate a vehicle and attend practice placements. Whilst public transport is possible for some locations, this cannot be guaranteed. To gain employment with some ambulance services, a C1 category licence will be required.

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

5. Programme Structure

Level	Modules (Code, Title and Credits)	Exit Awards
Level 4	<p>Core modules:</p> <p>ALL4001 Academic Skills and Critical Thinking (20) ALL4002 Introduction to Anatomy and Physiology (20) ALL4003 Social Health and Behavioural Science (20) ALL4060 Fundamental Urgent and Emergency Care (40) ALL4027 12-Lead ECG Interpretation (20) ALL4061 Clinical and Professional Competency 1 (0)</p>	<p>Certificate of Higher Education, awarded on achievement of 120 credits at Level 4</p> <p>CertHE Emergency Healthcare Studies (Not eligible to apply for HCPC registration)</p>
Level 5	<p>Core modules:</p> <p>ALL5001 Medical Emergencies, Trauma and Resuscitation (20) ALL5002 Applied Anatomy and Physiology (20) ALL5003 Research Methods for Clinical Practice (20) ALL5004 Pharmacology for Paramedic Practice (20) ALL5005 Paediatric and Maternity Care for Paramedics (20) ALL5006 Mental Health and End of Life Care for Paramedics (20) ALL5061 Clinical and Professional Competency 2 (0)</p>	<p>Diploma of Higher Education, awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5</p> <p>DipHE Emergency Healthcare Studies (Not eligible to apply for HCPC registration)</p>
Level 6	<p>Core modules:</p> <p>ALL6001 Legal, Ethical and Professional Issues in Paramedic Practice (20) ALL6003 Leadership, Mentoring and Education in Clinical Practice (20) ALL6004 Contemporary Paramedic Practice (20) ALL6049 Undergraduate Project (Allied Health) (40)</p> <p>Option modules:</p> <p>Choose one 20-credit module:</p>	<p>Ordinary Degree, awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5</p> <p>Bachelor of Science Emergency Healthcare Studies (Not eligible to apply for HCPC registration)</p> <p>Honours Degree, awarded on achievement of 360 credits, including</p>

	ALL6005 Elective Placement (20) - <i>Paramedic Team</i> HSC6008 Leadership and Management (20) - <i>Social Work</i>	120 credits at each of Levels, 4, 5 and 6
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Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

6. Learning, Teaching and Assessment

Learning and teaching

The teaching and learning strategies employed will enable students to take a life-long approach to their learning in order to learn from and through practice. A variety of teaching methods will be employed including:

- Keynote lectures will be employed to launch fundamental theoretical aspects of the programme and will be led by lecturers and/or external speakers. Lectures will provide the foundation for student-led work within seminars and/or workshops.
- Seminars will offer a forum through which students can explore key areas and will combine the presentation of information and ideas, exploration of relevant issues, and the application of theory to practice.
- Workshops will be used to enable students to work through real-life scenarios and apply theory to practice.
- Expert speakers; leading paramedics, academics, service users and stakeholders will be invited to participate in the teaching of the programme and ensures the experience remains dynamic and responsive.
- Guest Lectures; a number of visiting/guest lecturer appointments encompassing an array of specialities; these practitioners are active in the delivery of our current curricula.
- Directed reading: Students will be provided with relevant reading lists and will be encouraged to undertake independent reading to ensure they engage with a breadth of literature/evidence/theories relevant to perioperative practice.
- Virtual Learning Environment (VLE); Materials that are used to support the programme will be made available through the VLE, including presentations from keynote lectures, handouts, worksheets, assessment documents, website links, as well as other teaching materials. Students will be expected to undertake additional work through the VLE or assigned reading in support and /or preparation of taught or face-to-face sessions.
- An array of Case Studies will be used as a vehicle for enquiry-based learning to identify the key issues, processes and systems inherent within them, and to learn from successful and unsuccessful care as well as being able to iterate the nature of good and bad experiences.
- Group Work is a key teaching and learning modality. It is recognised as an important pedagogic learning tool that enables students to engage in participatory learning and which encourages a team working approach to problem solving.
- Reflection in and on practice is central to the students developing emotional intelligence around skill development to enable their continued professional development. Reflecting on their past experience and the experiences of others is a key feature of the programme. Reflection encourages the students to explore the application of new skills and knowledge to a given situation, critical appraisal of key events, development of emotional intelligence and problem-solving skills all of which are central to becoming a competent practitioner.
- Students will engage in Simulated Learning within the University's clinical skills laboratories to facilitate the development of paramedic specific skills. These are supported by a team of dedicated simulation technicians.

- Objective Structured Clinical Examinations (OSCEs) test the students' clinical skill and their level of competence, are structured to include a range of skills and test the students' application of theory to practice.
- Personal Development Planning (PDP) is incorporated into the curriculum to assist students in the planning of their on-going personal and professional development. Students' PDP will sit within their e-portfolio, which will enable them to develop IT skills alongside their development as independent reflexive learners. The e-portfolio/PDP will be a personal record of their academic and professional development throughout their course and beyond.

Assessment

The following assessment activities are used on this programme:

- **Case studies:** Students will be encouraged to identify patients during the placement learning elements and to develop case studies on those presentations.
- **Objective Structured Clinical Examination (OSCE):** The OSCE has a long tradition in healthcare education and will be a major part of assessment on some modules. They will be video, and audio recorded to allow for reflective learning.
- **Examinations:** Written exams (short answer and multiple-choice question [MCQ] formats) will feature on certain modules to encourage students to develop broad knowledge of the subject matter being examined. Examinations may be seen/unseen and for medication-based exams students will have access to drug formularies (e.g., British National Formulary).
- **Academic Essays / Reports:** Essays/reports will encourage critical writing and academic development. They may be reflective in nature and assess a range of different learning outcomes or the research dissertation looking at a subject in greater detail.
- **Practical Skills Assessment:** Formative and summative assessment of students' practical skills will take place throughout the course. This may be achieved in simulation or on placement in clinical settings.
- **Presentations:** Formative and summative presentations which may include case presentations, 'grand rounds', presentation of findings from a written assessment.
- **Professional Portfolio:** As well as core clinical capabilities, students will achieve a number of other professional competencies during their studies. In order to produce evidence of capability achievement, students will maintain a professional portfolio throughout their programme of study. Full guidance regarding the portfolio requirements are contained within the Practice Learning Handbook.
- **Panel Review:** A portfolio containing the evidence of achieving core capabilities and meeting relevant professional standards will be submitted at the end of each academic year. A panel will be formed to review the portfolio evidence, achievement of core capabilities and adherence to professional standards. The panel will then provide a recommendation to the Board of Examiners regarding progression to the next academic stage or to issue an award.
- Formative assessments will be embedded throughout each module.

Contact Hours

At Level 4, learners can expect to receive approximately 8 hours of scheduled learning activities per week, with 9 hours of guided independent study per week. As your studies progress, you can expect to see an increase in the number of guided independent study hours compared to scheduled activities. A full breakdown of contact hours can be found in individual module descriptors.

7. Programme Regulations

This programme will be subject to the following assessment regulations:

- Regulations for Taught Degree Programmes
- Core modules are non-compensable, and all components must be passed.
- 100% attendance is expected at all scheduled theory and practical sessions, and work-based learning. Attendance falling below 85% will trigger a review of students' capability to continue and achieve the requirements for progression. Where it is determined that too much content has been missed, a decision may be made to defer the student to the next cohort.
- Students who fail to meet the standard expected by the Student Code of Conduct, or the Standards of Conduct, Performance and Ethics (SCPEs) for Students, may be subject to Fitness to Practise proceedings and suspension/removal from the programme.
- Students will be required to maintain a professional portfolio throughout their programme of study. This portfolio will evidence a broad range of capabilities against core clinical competencies, academic activities and provide the mechanism to demonstrate adherence to PSRB standards and regulations.
- Practice partners may withdraw support from any student who does not demonstrate professional behaviour or adherence to the SCPEs. This would normally result in a suspension from practice learning, pending completion of an investigation by the University and/or practice partner.
- The SCPEs are being assessed in all modules and at all stages of the course – failing to adhere to the SCPEs may result in students being suspended or withdrawn from the programme, or not progressing to the next academic stage.
 - *For example, a student may have achieved 120-credits at Level 4, however, serious concerns about their adherence to the SCPEs have been noted in practice and by University staff. Progression to Level 5 may be withheld, pending a full determination of the students' professional behaviour.*
- Students will normally be expected to participate in the following practice learning hours in each year:
 - Year 1 – Level 4 – 375-hours of practice-based learning.
 - Year 2 – Level 5 – 450-hours of practice-based learning.
 - Year 3 – Level 6 – 450-hours of practice-based learning.
- Therefore, in total students on this programme will be expected to complete a minimum of **1,275-hours** of practice-based learning prior to completion of their studies.

8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies

- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The PSRB Standards of Proficiency (SOP) for Paramedics
- The College of Paramedics Curriculum Guidance
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)					
	Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Level 4																					
Academic Skills and Critical Thinking	x								x	x		x			x		x	x			
Introduction to Anatomy and Physiology		x		x		x		x										x			
Social Health and Behavioural Science		x		x	x			x													
Fundamental Urgent and Emergency Care	x		x		x	x	x	x		x	x	x		x		x	x			x	x
Clinical and Professional Competency 1	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Level 5																					
Applied Anatomy and Physiology	x	x		x		x		x										x			
Medical Emergencies, Trauma and Resuscitation	x		x		x	x	x	x	x		x	x		x		x	x			x	x
Pharmacology for Paramedic Practice	x	x						x						x			x				
Research Methods for Clinical Practice	x								x						x		x			x	
Paediatric and Maternity Care for Paramedics	x		x		x	x	x	x		x	x	x	x			x	x			x	x

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4
Mental Health and End of Life Care for Paramedics	x		x	x	x	x	x	x		x	x	x	x			x	x		x	x
Clinical and Professional Competency 2	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Level 6																				
Legal, Ethical and Professional Issues in Paramedic Practice	x				x			x		x	x	x	x				x	x	x	
Contemporary Paramedic Practice	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Undergraduate Project (Allied Health)	x								x	x					x		x		x	x
Leadership, Mentoring and Education in Clinical Practice	x									x	x			x	x	x	x		x	x